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ABSTRACT

Large numbers of students and their families find it impossible to finance a college education at the college of their choice, as the cost of attendance goes ever higher and inflation takes its toll. Corporations provide an estimated $35 to $40 million annually in undergraduate scholarship aid. To update and expand the available information on corporate scholarship programs, questionnaires were mailed to a selected group of companies and company foundations requesting details of their programs. Responses were received from 32 (17 companies and 15 company foundations) which together administer 120 different scholarship programs with an annual value of around $6 million. Responses give information on how to plan, administer, publicize, evaluate, and review a corporate scholarship program. Also given are the objectives of and some guidelines for a corporate scholarship program. (Author/KE)

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CFAE

Council for Financial
Aid to Education

HOW TO DEVELOP AND ADMINISTER A CORPORATE SCHOLARSHIP PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE CFAE

The Council for Financial Aid to Education is a nonprofit service organization charged with stimulating the widest possible voluntary support of higher education, especially by the corporate community.

It was founded in 1952 by the chairmen of the boards of five major corporations: United States Steel, General Motors, Exxon, Container Corporation, and Armstrong Cork. The chairmen were Irving S. Olds, Alfred P. Sloan, Jr., Frank W. Abrams, Walter P. Paepcke, and Henning W. Prentis.

The Council publishes two major reports on voluntary support of higher education each year: one on contributions received by the colleges and universities, a second on contributions made by corporations. CFAE also publishes special studies in related fields.

Staff members call personally upon hundreds of top-echelon business leaders every year to explain the financial needs of higher education and to enlist corporate support in meeting them. CFAE also offers counseling services to corporate and college administrators. It conducts symposia, issues informational publications and materials designed to help broaden the base of educational support, and publishes a quarterly newsletter for contributions executives.

In cooperation with the Advertising Council, CFAE sponsors the nationwide public-service advertising campaign "Give to the college of your choice. Now." This campaign has elicited as much as $25 million in free time and space from the media in one year.

The CFAE itself neither solicits nor disburses funds for higher education. Originally funded by four major foundations – the Carnegie Corporation of New York, the Ford Foundation, the Rockefeller Foundation, and the Alfred P. Sloan Foundation – the CFAE now draws its support from more than 350 leading American corporations.

November 1975

Council for Financial Aid to Education
680 Fifth Avenue, New York, N.Y. 10019
(212) 541-4050

HOW TO DEVELOP AND ADMINISTER A CORPORATE SCHOLARSHIP PROGRAM

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One of a series of publications designed to increase corporate support of higher education produced by the Council for Financial Aid to Education (CFAE).

A complete list of CFAE publications may be obtained from the CFAE, 680 Fifth Avenue, New York, N. Y. 10019

COMPANIES AND COMPANY FOUNDATIONS PARTICIPATING IN THE CFAE SURVEY

Aetna Life & Casualty
Alcoa Foundation
Allegheny Ludlum Industries, Inc.
Amax Foundation, Inc.
Climax Molybdenum Co., a division of Amax, Inc. (Western Operations)
Climax Molybdenum Co., a division of Amax, Inc. (Langeloth, Pa., plant)

American Can Company Foundation
Amoco Foundation, Inc.
The Atchison, Topeka and Santa Fe Railway Company
The Boeing Company
Continental Oil Company
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RCA Corporation
Ralston Purina Company
Shell Companies Foundation, Incorporated
The Singer Company Foundation

Standard Oil Company of California
Union Oil Company of California Foundation
Westinghouse Educational Foundation
Zenith Radio Corporation

I. THE NEED FOR CORPORATE SCHOLARSHIPS

Large numbers of students and their families find it impossible today to finance a college education at the college of their choice, as the cost of attendance goes ever higher and inflation takes its toll. The gap between what they have and what they need for the current year is $2 billion, according to the College Scholarship Service. To fill this gap, additional funds for student aid—in the form of scholarships, work opportunities and work-study programs, and loans—are needed.

In recent years, Federal and state programs have channeled large amounts of money into student aid programs. With the exception of certain loan programs, however, student aid from these sources is based on need, with the largest share of funds going to students from families with an income of less than $10,000. Substantial amounts of scholarship money are available also from private sources—alumni groups, corporations, foundations, religious denominations, labor unions, professional associations, and other private organizations and agencies—and from the colleges themselves. Although need is taken into account in awarding these funds, merit and scholarship are often the major determinants. In total, however, the available funds are not sufficient to meet the need. The financial aid gap remains large, and many low and middle-income students cannot find the means to continue their education after high school.

"Middle-Class Trap: Too Poor for College, Too Rich for Help" headlined a *New York Times* story in the summer of 1975, which noted that families with incomes around and above 1973's national median of $13,622 find scholarship and grant money generally unavailable. Other stories have carried the same theme. In a report on a seminar sponsored in 1974 by the Policy Analysis Service of the American Council on Education, it was stated, "As the situation now stands, many institutions (particularly high-cost private institutions) have simply priced themselves out of the reach of this income group. The student from this socio-economic background is often forced to choose a lower-cost institution, or—if he/she does attend the first-choice institution—the family is forced to make sacrifices beyond their capabilities. There is also the danger that many colleges and universities are going to become institutions of very rich students and very poor students, with the middle-income student being squeezed out entirely."

Table 1.

Some Objectives of Corporate Scholarship Programs

	Number of Mentions	*Number of Companies Ranking #1, 2, or 3*
1. To aid students of exceptional ability who need financial assistance to attend college	25	21
2. To improve employee relations	24	17
3. To encourage students to prepare for careers in specific subjects	20	17
4. To improve community relations	19	11
5. To enlarge sources of recruitment	14	10
6. To aid minorities to attend college 7. To encourage minority youth and females to prepare for careers in industry	17*	*
8. To improve college relations	17	8
9. To fulfill general public relations objectives—to bolster the corporate image as a progressive, civic-minded company	15	4
10. To aid private colleges	15	2
11. To improve customer or consumer relations	6	0
12. To improve dealer or distributor relations	6	0

**Not included in survey questionnaire; however, 17 of the 32 companies report 38 programs (of 120 all together) specifically for minorities.*

Corporations provide an estimated $35 to $40 million annually in undergraduate scholarship aid. Eighty percent of the 202 corporations appearing in the *CFAE Casebook for 1974* have one or more scholarship programs, and approximately half of the 799 companies participating in the joint CFAE-Conference Board survey of corporate contributions for 1974 either made contributions to higher educational institutions for student financial aid or made scholarships and fellowships available through other channels, or both.

To update and expand the available information on corporate scholarship programs, CFAE mailed questionnaires to a selected group of companies and company foundations requesting details of their programs. Responses were received from 32, 17 companies and 15 company foundations, which together administer 120 different scholarship programs with an annual value of around $6 million. Their answers have been incorporated in the following material, which sets forth the hows and whys, together with some ways and means, of developing and administering a corporate scholarship program.

To these companies and company foundations, and to the organizations that supplied information on their services and on the scholarship field in general, the CFAE notes here its appreciation and thanks.

II. PLANNING A CORPORATE SCHOLARSHIP PROGRAM

Objectives

The first step in planning a corporate scholarship program is to define its objectives. Broadly speaking, these fall into two categories: purely corporate aims, such as improving the corporate image, increasing the number of students majoring in subjects of direct interest to the corporation, recruiting, and so on; and broad social objectives, such as increasing access to college of the talented and needy, increasing the choice of institution for the student, helping colleges survive by increasing enrollment with scholarship aid and by providing a cost-of-educaton supplement to the college chosen, and improving society through the education of its young people.

Table 1 lists the most common objectives in their order of importance to the 32 companies responding to the CFAE survey. Although not all companies ranked the objectives in order of importance, a majority did; the table shows the number of companies ranking an objective as one, two, or three, together with the number listing that objective.

In addition to the objectives shown in the table, 3 companies gave major ranking respectively to recognizing and honoring academic excellence, to raising the level of educational attainment, and to providing academic incentive for remote rural schools to offer quality education.

Eligibility

After defining the objectives of the program, the next step is to decide who will be eligible. This, of course, ties in directly with the objectives. If one of the major objectives is employee relations, there should be a program for children of employees. More than two thirds of the 162 companies in the *CFAE Casebook* with scholarship programs have programs for children of employees, as do 25 of the 32 companies in the CFAE survey.

If the company decides to focus on children of employees, the criteria of the employee whose child will be eligible must also be decided. These might include length of service and continued employment of the parent after a scholarship has been awarded. Other questions to be answered include: Are stepchildren or adopted children or grandchildren eligible? What about children of retired employees or of those who have died in service? Should children of officers of the company be eligible, or should there be a cut-off at a certain salary level for eligibility? If there are employees overseas, are their children eligible as well? By and large, it is a good idea to start off by making the plan as inclusive as possible. The time to start paring is when the budget is determined.

Other objectives may call for other eligibility criteria. A corporate scholarship program can be open to all high school graduates, or eligibility may be severely limited. A program can apply only to graduates of a specific high school, or from specific geographic regions or cities, or for those who plan a career in a specific field, or for those attending designated colleges.

Programs can be limited to college students for their freshman year, or for their junior and/or senior year; to those high school graduates who will be entering a two-year vocational technical school and who plan to enter the job market immediately upon receiving their A.A. or other two-year degree; or to graduates of two-year community colleges who want to continue on to a four-year college or university.

Eligibility can be limited to blacks, to Chicanos or other Spanish-speaking Americans, to American Indians, to women, or to other special groups—or to members of a special group who want to be engineers or accountants. A scholarship program can be designed to meet a single objective or to fill a number of objectives at the same time.

Rather than establishing its own scholarship program, a company may choose to help support scholarships awarded by other organizations, or to make awards to winners of special contests, nationwide or in specified secondary schools.

The centerfold of this report illustrates the variety of possibilities, taken from 120 programs reported by the 32 companies responding to the CFAE survey. Many of the examples shown are but a small part of the company's total scholarship aid. RCA Corporation has 11 different programs, 3 of which are limited to children of employees, 2 for four years of study and 1 for up to two years of vocational/technical studies. Eligible for other RCA programs are Finalists

and Achievement students selected by National Merit Scholarship Corporation (NMSC), engineering undergraduate women, engineering undergraduate minorities, engineering undergraduate minorities participating in the dual-degree program of Atlanta University and Georgia Institute of Technology, women in publishing (a summer program), and business school undergraduate minorities and women.

Standard Oil Company of California also has 11 different scholarship programs. The earliest, which was set up prior to 1955 and designed as an aid to professional hiring, is open to any undergraduate on a number of specific college campuses. Eligible for the other programs are NMSC Achievement students, high school graduates who are members of 4-H Clubs or Future Farmers of America, Alaska natives, high school graduates of Mexican descent, American Samoan high school graduates, students of Chaminade College (Hawaii), journalism majors with fifteen units of economics, and American Indians (one program for native Cheyennes, a second for students at the Navajo Community College).

Selection Criteria

The next step in developing a corporate scholarship program is to evaluate the importance of factors that will be involved in selecting scholarship winners from those who are eligible. Once again, decisions should be consonant with the objectives of the program. If, for example, a major objective is to aid students of exceptional ability to prepare for careers in specific subjects, selection criteria will include scholarship (rank in class, test scores, and so on) and an interest on the student's part in the specific subject--geology, business, chemistry, or international affairs, for example.

In general, selection factors will usually include such items as scholarship, leadership, moral character, financial need, personality, evidence of self-help, special skills or interest. Academic performance, rank in class, activities, hobbies, and results of standard tests available to high school students in the U.S. and abroad should all be part of the applicant's file. Some companies also place a high value on personality characteristics.

For example, applications for Continental Oil Company scholarships are accompanied by a teacher's character recommendation with rankings for personal appearance, maturity, industriousness, reliability, intellectual interest, moral character, emotional stability, cooperation, acceptance by others socially, and leadership. The Maytag Company Foundation requests a rating of motivation, industry, initiative and independence, influence and leadership, concern for others, responsibility, integrity, and emotional stability and maturity. Questions on character, parental influence, and probability of success are also included.

One company cautioned, "Do not restrict scholarships to a particular academic field or to certain prescribed colleges and universities. Students frequently

change career interests and/or colleges, and such restrictions may create problems." Another company felt it important that the program be in an area where the donor is knowledgeable.

The criteria for selection should be clearly stated in the application forms and in the descriptive material made available to the applicants and to the public. Samples of the student application form, high school certification, application for renewal, and college report form are included in Appendix A. Samples of booklets describing corporate scholarship programs are available from CFAE upon request.

Provisions

The next step for a corporation in developing its scholarship program is to define its provisions. These include the amount of the grant to go to the scholarship winner, the term of the scholarship, and whether or not a supplemental cost-of-education grant should be made to the participating school.

Should the grant to the student be a set amount? Should it be based on need? Should it cover tuition, books, travel, board and room, activity fees? These are some of the questions to be answered.

International Business Machines Corporation, replying to the CFAE survey, suggested, "Establish minimum and maximum dollar amount of award based on winner's need, but substantial enough that award is perceived as significant." Its program for children of employees sets a minimum of $500, a maximum of $4,000 per year, depending on need. Three scholarship programs of Shell Companies Foundation, Incorporated, set a minimum of $750, a maximum of $2,000 per year, depending on need; a fourth program includes support for tuition and fees, with a stipend for living expenses.

Two out of 3 of all four-year scholarship programs reported in the CFAE survey base the dollar amount of the award on need; the minimum most often was set at $250 or $500, the maximum at $1,500 or $2,000 per year. For a majority of the four-year programs that award a set amount each year rather than an amount based on need, the student stipend ranged from $500 to $2,000 for each of the four years.

For programs with single-year awards, only 1 in 5 considered student need in setting the size of the stipend; the minimum here was $150, the maximum $3,500. Most programs awarded a set amount; the range here was from $500 to $3,500, with 1 in 3 programs setting the amount at $1,000.

The term of the scholarship must be decided—one year, two years, or four years. A majority of scholarship programs for children of employees and about half of all programs shown in the CFAE survey make awards for four years, with renewal after each year usually contingent upon academic performance. Where an award is for one year only, it usually covers the freshman year. It may, however, provide for two years of study at a community college, for a summer study program, or for the final year of a four-year degree program.

The third provision to be decided is whether or not to make a supplemental cost-of-education grant to the institutions attended by the scholarship winners. It is common knowledge that the tuition paid by a student to a college or university does not cover the full cost to the institution of his education. At most private institutions, the difference between tuition and actual cost is made up by endowment earnings and contributions. At the public institutions, the state legislatures vote appropriations from tax funds to cover this gap.

To help the college fill the gap between the actual cost of education and the tuition charged, many companies make a provision in their scholarship programs for a supplemental grant to the institutions attended by their scholarship winners. About 1 in every 6 programs—22 in all—in the CFAE survey carried such a supplement. These ranged in value from $100 to $1,000 per scholarship per year. One company makes a one-time $1,500 grant to each accredited privately controlled college or university at the time the scholarship award is made. Another makes a supplemental grant of $100 for each scholarship to public institutions in states where the corporation does not pay taxes. If one objective of the corporation's scholarship program is to aid private colleges, a supplemental grant should certainly be included for these schools.

Although rarely a requirement of a scholarship program, some companies offer summer employment to holders of their awards. This may be very helpful both for the company and for the student, but there should never be a requirement for the student to join the company upon completion of his degree, as the tax status of the scholarship would be jeopardized.

The company should also decide whether or not its scholarship awardee may accept awards from others, hold part-time jobs while at college, and so on.

Cost and Size

Now that the company has decided upon the objectives, determined who will be eligible, set the criteria for selection, and defined individual scholarship provisions, it can decide how many scholarships it wishes to award and what the total budget will be.

Perhaps the best way to determine the budget is to cost out the ideal program —one that would best achieve all the objectives. If this turns out to be ruinously expensive, as is likely, the company must then decide how best to pare down and still meet its objectives. Will four one-year awards be preferable to one four-year award? Is it better to have fewer awards with large stipends, or more awards with small stipends? Should the amount of the award be graduated or standard? Working backward from the ideal program with the company's objectives constantly in mind will facilitate these judgments and provide a solid rationale for the resulting program.

Another way to determine the budget is to decide what percentage of the total aid-to-education budget is to be allocated to direct student aid. For half of the companies in the CFAE survey, scholarship funds make up more than 30

percent of their total annual grants to education; the lowest percentage is 7, the highest 69.

In budgeting the program, the company must bear in mind that if it intends to give awards renewable over four years, the 2 scholarships (as an example) given in the first year of the program will grow to 4 in the second year, and in the fourth year, assuming that all scholarships are renewed, there will be 8.

III. ADMINISTERING A CORPORATE SCHOLARSHIP PROGRAM

Good administration is essential to the success of a corporate scholarship program, to its identification with the company, and to its accomplishment of program objectives. It involves initiating action, record-keeping, handling finances, and coordinating details both within and without the corporation. Promotion, publicity, evaluation, and review are other important elements of administration. A company should allow at least one year to inaugurate a program; announcements, application deadlines, and selection of winners should be coordinated with the college calendar.

The Company

Within the company, it is often someone in the personnel department, in public relations, or in the financial department who is given day-to-day responsibility for administration. Once it has been determined who within the company will have responsibility for carrying out the program, it is time to decide how best to handle the details. There are a number of alternatives here, and more than one may be used. Selecting the students who will receive scholarships, making payments to the students, determining the size of grant within a given range, and in fact many or all administrative details can be handled by any one of a number of outside agencies, working within guidelines set by the company. These will be discussed further on.

The company may decide to handle all details of the scholarship program itself. "If the program is to be self-administered," cautions Maytag, "do not overlook the need for staff."

Even if the company decides to administer the program itself, it normally has an outside group select the scholarship winners. An internal selection committee is not recommended, for it can fall prey to charges of favoritism, prejudice, or discriminatory practices in naming the winners. Also, the company bears the onus of rejection.

More often, a blue-ribbon panel of prominent educators and other distinguished citizens, with or without representatives from the company, is named to select corporate scholarship winners. This method seems to work best when the donor corporation is interested mainly in, and is very much a part of, a viable local community or area. Files must be kept on all applicants, of course,

and before the selection committee meets, the program administrator must be certain that each applicant's file contains the proper recommendations, test scores, and other information on which selection is based. All members of the selection committee should be aware of the selection criteria and should have copies of the pertinent papers.

Marathon Oil Company strongly recommends that an external committee make all final decisions on scholarships to sons and daughters of employees. Its scholarship committee is composed of three educators selected from colleges and universities. An effort is made to choose educators with diverse backgrounds geographically, by field, and from both private and public institutions. All are administrators, either presidents or deans. Marathon establishes a rapport with committee members from institutions where it recruits or in fields where it has a special interest, such as engineering or business. The committee each year selects 50 Marathon Scholars and an additional 50 students who are eligible to apply for financial aid grants.

An out-of-state educational psychologist does the initial screening of candidates for Climax Molybdenum Company in Golden, Colorado, selecting about 12 finalists for the 6 scholarships awarded each year. An interview committee consisting of five persons not employed by the company and prominent in their own fields in Colorado makes the final selections. At the Climax Molybdenum Company Langeloth plant in Pennsylvania, 2 scholars are selected each year by a committee composed of a minimum of four prominent, qualified Pennsylvanians who are not employees of the company. Both companies are divisions of AMAX Inc.

For sons and daughters of employees of Aluminum Company of America, selection boards are established at a number of plant locations to screen and choose candidates applying from those areas for scholarships awarded by Alcoa Foundation. The membership of the selection boards varies depending upon the community. A typical committee might include a high school principal, a guidance counselor, the superintendent of schools, a civic leader, a member of the clergy. The committee is generally limited to four or five members. There are no Alcoans on the committee.

The Company-Sponsored Foundation

A company foundation handles the administration of the scholarship program for a number of companies, using foundation funds for the program payments. Almost half of the CFAE survey respondents were company-sponsored foundations. This form of administration has a major disadvantage, however.

When a private corporate foundation administers a program of scholarships for children of employees of the sponsoring company, the scholarships must be shown to be clearly outside a pattern of compensation. To insure that such is the case, the Internal Revenue Service asks that the foundation limit its scholar-

ship grants to no more than 25 percent of those who are eligible and apply for the scholarships. This request to limit scholarships to 25 percent of eligible applicants is presently a "safe haven" under which the IRS will approve company foundation scholarship programs until such time as it is able to finalize its study of this area and publish guidelines for these programs. Until then, it is recommended that the foundation check with legal counsel for any problems that may crop up.

The "grants to individuals" provisions of the Tax Reform Act of 1969, and Treasury regulations implementing the Act, must be observed. Advance approval of all scholarship programs of private foundations must be secured from the Internal Revenue Service under section 4945(g)(1) of the Code. It is reported, however, that the Service is making use of the 45-day rule provided by the regulations under the 1969 Act. This permits foundations to make grants to individuals so long as no adverse IRS action is taken within 45 days after a foundation applies for IRS approval of its scholarship plan.

At the moment, companies themselves may award as many scholarships to children of employees as they wish. There are no IRS restrictions.

The College or University

"By using one or more colleges to administer its program," states the CFAE publication *How Corporations Can Aid Colleges and Universities,* "the donor corporation can achieve several objectives. Scholarship support relieves those institutions of the necessity of using their operating funds for this purpose. It also puts the selection process in the hands of an organization that is preeminently qualified to select the most deserving recipients, and it helps assure that the funds will be used for the purpose intended. All the terms and provisions of the company's scholarships can be maintained intact under this arrangement. All restrictions as to eligibility and use can be preserved, and the identification of the company as scholarship sponsor can easily be accommodated."

When the college or university administers the corporate scholarship program, payments are made to the institution, which handles payments to the student called for by the program. The college will send progress reports if so requested (Appendix A contains a sample report form), and it will consult with the company in the event of any problems. Because this arrangement allows colleges to participate directly in the selection of scholarship recipients, it is naturally preferred by them.

The selection of one or more educational institutions to administer a corporate scholarship should be based, among other things, on the objectives of the program. If for example, the program seeks to encourage young men and women to enter careers in the physical sciences, or in theater, or in foreign languages, the schools selected should have above-average departments in these fields. If a major objective is recruiting, it might be wise to select colleges and universities whose graduates have recently been hired by the company.

If community relations are important, it often helps to select an institution near a major plant or in a community where other corporate facilities are located. Colleges usually list available scholarships in their catalogues, so that students can become aware of the XYZ Company Scholarship and, if eligible, make timely application. Do not count on local colleges for recruiting, however. Many college graduates prefer to work away from their college location.

One hundred and fifty colleges and universities select 460 undergraduate students each year to hold one-year scholarships ranging from $250 to $750 offered by the Alcoa Foundation. A majority of these scholarships are for students in engineering fields.

The Ralston Purina Company designed its scholarship program to provide recognition and assistance to outstanding undergraduate students in agriculture. One scholarship is placed at each of sixty-five U.S. land-grant colleges and universities, three Canadian institutions, and the University of Puerto Rico. Funds are deposited with the treasurer of the school or college of agriculture for payment to the student as determined by the policy of each institution. Selection of the winner is made by a scholarship committee at each institution, and its recommendation is forwarded to the Ralston Purina Company for final approval. Each scholarship is valued at $650.

College juniors and seniors are eligible for 12 one-year scholarships sponsored by Kennecott Copper Corporation in subjects related to mining. Participating schools, which select the scholars and administer the scholarships, receive a supplemental grant of $1,000 for each scholarship placed with them.

Colleges are responsible for selecting scholars in 3 programs sponsored by the Boeing Company. One program, begun in 1953, is open to undergraduates in engineering, science, or business administration at thirty-four participating institutions. A second program, dating from 1970, is open to undergraduates at six predominantly minority institutions. The third, begun in 1973, is open to minority and female pre-engineering and pre-business students at community colleges.

COMMUNITY COLLEGE SELECTS

Another program where scholarship winners are selected by a community college is that of the Pennsylvania Power & Light Company. On behalf of the company, the Harrisburg Area Community College offers a maximum of 5 new scholarships each year to minority students seeking a two-year associate degree in electrical technology. The two-year scholarships pay tuition, books, fees, and required supplies.

At Aetna Life & Casualty, scholarship grants are made directly to the colleges, which report to the company on the disposition of funds. More than half the participating schools are community colleges. A majority of the aid is earmarked for minority or disadvantaged students, with winners and amounts of scholarship grants determined by the school.

The University of Illinois Circle Campus in Chicago and Calumet College

in East Chicago, Indiana, were selected by Inland Steel-Ryerson Foundation, Inc., to administer an experimental scholarship program begun in 1974. Research had shown a major variance between the proportion of students of Latin-American extraction (11.1 percent) and Latin-American teachers (just 1.5 percent) in the public school systems of Chicago and of Lake County, Indiana. The proportion of Latin-American employees at the Inland Steel Indiana Harbor plant was even higher—approximately 20 percent. After a series of meetings with a large number of Latin-American educational administrators in both Chicago and East Chicago, a program was developed at the two college campuses with the objectives of (1) increasing the number and quality of bi-lingual/bi-cultural teachers in the local public school systems, (2) encouraging and providing financial support for future teachers, and (3) increasing the educational opportunities and success for Latin-American students in these two school systems. Applicants for the 6-8 new scholarships to be awarded each year must be U.S. citizens or permanent residents of Latin-American extraction, and they must have minimum credits for entering the junior year at the two schools. In addition, they must indicate their intent in writing to complete the B.A. degree in the field of bi-lingual/bi-cultural teaching and to teach a minimum of two years in either of the local school systems or work in a related field.

If a company wishes neither to administer the program itself nor to place its scholarships at colleges and universities which would handle the administration, it can turn to a third party. Those most often used are described in the following pages.

The National Merit Scholarship Corporation (NMSC)

When the primary objective of a corporate scholarship program is to aid students of exceptional ability, the National Merit Scholarship Corporation is often used by companies to select scholarship winners and to administer their programs. NMSC is an independent, nonprofit organization established in 1955 by grants from the Ford Foundation and the Carnegie Corporation of New York. Today, its scholarship activities are supported by more than 575 sponsoring corporations, foundations, colleges, and business organizations.

The National Merit Scholarship Program has two major objectives:

- To identify and honor academically talented young people and to encourage respect for academic excellence by focusing public attention on able youth throughout the nation.
- To increase educational opportunities for scholastically talented students by working with corporations, foundations, colleges, and other organizations to sponsor scholarships within the framework of the Merit Program.

Each year the Merit Scholarship competition begins with the administration of the PSAT/NMSQT test to over one million students who are enrolled in more than 17,000 secondary schools. About a year and a half later, the com-

petition ends with the public announcement of some 3,300 Merit Scholars, who are selected from some 15,000 Finalists. The number of Finalists in each state is set by allocation, based on that state's proportion of the nation's total graduating secondary school seniors. In addition to honoring the select group of Finalists in each competition, NMSC gives recognition to about 38,000 other high-scoring students in an effort to bring them, as well as the Finalists who are not selected for Merit Scholarships, to the attention of colleges and others who can provide the resources needed to attend college for these young people.

SCHOLARSHIPS VARY IN PROVISIONS AND ELIGIBILITY

More than 300 companies sponsor **four-year Merit Scholarships.** Usually named for the corporation or organization underwriting them, these scholarships are renewable for up to four years of college undergraduate study. Most of the corporate-sponsored four-year Merit Scholarships are designated for Finalists who meet preferential criteria specified by the sponsors, such as relationship to an employee or member of the sponsoring organization, place of residence, field of study, or career interest.

NMSC determines the annual stipend for a corporate-sponsored Merit Scholar within the minimum and maximum limits set by the sponsor. The range is normally from $250 to $1,500 a year for each of the four years of college. NMSC determines the annual stipend from confidential financial information filed by the winner's family and from cost data reported by the college of the winner's choice. The amount can be adjusted during the term of the scholarship if significant changes in the winner's family financial situation warrant it.

Through NMSC, corporations also support **one-year National Merit $1,000 Scholarships.** These scholarships are awarded to 1,000 Finalists each year on a nationwide basis, taking into account each state's percentage of the nation's total graduating secondary school seniors. Winners are chosen by a selection committee of experienced college admissions officers and secondary school guidance officials. Committee members evaluate each candidate's academic record, two sets of test scores, qualities of leadership, extracurricular interests and accomplishments, the school's characterization of the student, and the student's statements about himself. Need is not a factor in these selections.

NMSC also administers **Special Scholarships** for many companies that sponsor four-year Merit Scholarships for children of their employees. These companies wish to award a fixed number of four-year scholarships in a given year, and when the number of sons and daughters who are Finalists falls short of the number of scholarships the company wishes to award, Special Scholarships are offered through the Merit Program framework. The stipend and all provisions of the Special Scholarships are generally the same as for the Merit Scholarships. But because the recipients are chosen from a group of students who do not qualify as Finalists in the Merit Program, their awards are not called Merit

Scholarships. A company might well support both, but it will differentiate the "XYZ Company Scholarship" from the "XYZ Company Merit Scholarship." NMSC does not publicly announce the winners of Special Scholarships; any announcement of such an award is handled by the company.

More than 100 corporations also support the **National Achievement Scholarship Program for Outstanding Negro Students.** This program was established in 1964 by NMSC for the specific purpose of increasing educational opportunities for able black high school students. Both four-year scholarships, with stipends based on need, and one-year $1,000 scholarships are awarded by NMSC, with allocation of the scholarships in six U.S. geographic regions proportional to the total Negro population of the states in that region. Winners of Achievement Scholarships are selected on the basis of accomplishments, academic record, test scores, the school's characterization of the Finalist, and the student's description of himself.

There is no fee to the sponsor for the services of the National Merit Scholarship Corporation. Instead, for each scholarship awarded by the company through NMSC, an additional $180 is requested for a special fund used to finance additional National Merit $1,000 Scholarships.

The College Scholarship Service-Educational Testing Service (CSS-ETS)

CSS-ETS provides special services to more than 220 scholarship sponsors, including nearly 50 corporations. Both Educational Testing Service and the College Entrance Examination Board (the College Board), of which CSS is a part, are nonprofit corporations organized to serve the educational community. The College Board, a membership organization of about 2,400 colleges, universities, schools, school systems, and associations, with headquarters in New York, directs policy. Operational activities for the College Board and for CSS are performed by ETS.

The College Scholarship Service is interested in all aspects of financial aid to college students. It serves both colleges and scholarship sponsors. Its major service to colleges is the evaluation of relative financial need through the *Parents' Confidential Statement*. Many colleges base their student aid awards on the financial need indicated by this statement.

For corporations, CSS-ETS offers a full range of administrative services, starting with help in designing a promotional brochure. This usually includes a self-contained application form. CSS-ETS will also help publicize the program and mail out the brochures to all of those eligible, if the corporation so desires.

CSS will receive applications, refer them to the sponsor for verification of eligibility, and handle correspondence concerning the program, if requested. Once eligibility requirements are met, the candidates take the Scholastic Aptitude Test (SAT) of the College Board's regular admission test program, administered by ETS. This test is used for admission purposes by many colleges and

Table 2.

CSS Guidelines
for Corporate Scholarship Programs

1. An independent committee to advise the sponsor concerning the policies, procedures, and administration of the program.
2. Absence of restrictions on candidate eligibility. Where they exist, they should be publicly and explicitly stated.
3. Selection of recipients without regard to their race, religion, or national origin or to their political, social, or economic beliefs.
4. Free choice of college by recipients.
5. Free choice of major field of study by recipients.
6. Absence of restrictions on recipients to a general field of employment or obligations to enter the employ of a specific organization.
7. An independent committee of qualified individuals responsible for the determination of educationally sound selection criteria and their implementation in the selection of recipients.
8. Stipends graduated to demonstrated financial need.
9. Public announcement of the names of recipients only—not the dollar amounts—of sponsored awards.
10. Coordination of announcements by sponsors to candidates with the general scholarship calendar of the colleges.
11. Clear explanation of all conditions and responsibilities required for acceptance and continuation of sponsored awards at the time they are offered to the intended recipient.
12. Payment of sponsored awards through the regular college student financial aid and fiscal offices.
13. Reasonable requests by sponsors for information from colleges about recipients.
14. Annual renewal of sponsored scholarships until the recipient completes his undergraduate program.
15. Candidate responsibility for gaining admission to college.
16. Consistency of actions required of students by sponsors with college policies.

universities, and it is familiar to most college admissions officers. Also, large numbers of students applying for admission to college must take it in any event, and it is readily available to them.

A file folder is set up for each of the semifinalists, and they complete several forms, including an autobiographical form, and request their school to complete and forward a high school record form.

The actual work of selection is carried out by committees of qualified educators, assembled by CSS. Working within guidelines established by the corporation and taking into account any special program purposes, the committee ranks the candidates according to its appraisal of their scholastic promise. The selection committee can also be asked by the sponsor to act as an advisory group to review its scholarship program and make recommendations concerning it.

Once the candidates have been ranked by the committee, the parents are asked to submit family financial information on the *Parents' Confidential Statement*. Scholarship awards are based on the difference between what the parents can reasonably be expected to contribute from their income and assets, plus what can reasonably be asked of the finalist from his or her savings and summer earnings, and total costs of tuition, board, and fees at the college, plus a modest travel allowance.

The awards are offered to the students by CSS-ETS acting on behalf of the sponsor. Acceptances are noted, and rejections are replaced by finalists to whom awards were not at first made.

During the four years in which the scholars pursue their studies, CSS-ETS maintains their files, checks their college performance, and reviews the stipends provided. It sends progress reports to the sponsor on a periodic basis and consults on any problems encountered.

CAREER SCHOLARSHIPS

In addition to regular college scholarship programs, CSS-ETS is now assisting an increasing number of corporations to establish career scholarship programs. These programs provide scholarships for students taking their awards at vocational/technical schools, junior colleges offering certificate programs, or hospital schools of nursing.

Payments are made by the corporation to the College Scholarship Service covering all scholarship provisions. In addition, CSS makes a charge for its services. The actual fee will be based on the number of applicants and the extent of services required. Before employing CSS-ETS, the appropriate corporate officer should discuss details and obtain cost estimates for administration of a corporate scholarship program, in full or in part.

The College Scholarship Service recommends sixteen points as guides to sponsors of scholarship programs. These are listed in Table 2. Not all these points will be applicable to every corporate program.

The American College Testing Program (ACT)

Although the American College Testing Program does not have a formal, sponsored scholarship program for corporations, it does furnish need analysis and other services to several private scholarship programs as a part of its standard need analysis service. And it will assist in the selection of recipients. This is usually done on a minimal or no-cost basis, depending on the services required.

ACT also has a national testing program for high school students, and student ACT scores are often used in selecting scholarship winners. The scores are also considered by many colleges in selecting incoming students.

International Programs

A number of corporate scholarship programs benefit foreign students studying in the United States, children of employees stationed overseas, and, to a lesser extent, students in colleges and universities abroad. For example, the National Merit Scholarship Corporation receives scholarship applications from U.S. students in foreign countries. To be eligible for consideration, they must take the PSAT/NMSQT in their high schools abroad. Sons and daughters of employees of a number of companies stationed abroad who are U.S. citizens in many cases are eligible for their company's scholarships (Alcoa and Mobil are but two examples).

The preeminent organization in the field of educational exchange and international education is the Institute for International Education (IIE). It has for many years administered educational exchange programs for U.S. corporations and for colleges and universities around the world.

In 1974, IIE administered programs for 26 corporations and corporate foundations. These included a large group of professional development programs, many of which trained employees of overseas corporations in petroleum-related fields, and they covered both graduate and undergraduate study. Among the undergraduate programs were the following: 1) supported by Occidental Petroleum Corporation of Libya, 2 students completed and 3 began undergraduate business programs through a trainee and employee development program; 2) supported by Olin Corporation, 2 grantees from Guinea completed undergraduate programs in electrical and mechanical engineering; and 3) supported by Alumina Partners of Jamaica (a consortium made up of the Kaiser, Anaconda, and Reynolds Aluminum companies), 3 grantees from Jamaica began, 3 continued, and 1 completed undergraduate studies in chemical and mechanical engineering.

More than 250 companies support the work of IIE, and a part of this support goes for the IIE Scholarship Program. Through special overseas selection committees, IIE each year identifies a number of highly qualified undergraduate students interested in study in the U.S. The Institute then seeks to arrange

suitable academic placement and financial assistance for these students at U.S. institutions that desire added foreign student representation on their campuses. This activity performs a useful service in bringing together student and school, and generates several hundred thousand dollars in scholarship funds annually. In 1974, the IIE Student Program assisted 144 individuals.

IIE has very recently instituted scholarship programs for dependents of overseas employees, and it is currently operating programs on behalf of the American Express Company Foundation and The Starr Foundation. The latter foundation is associated with the American International group of insurance companies. The programs were designed separately, and their specifics reflect the nature, size, and geography of each company's overseas operation. For example, the American Express Company Foundation wished to have some of its grantees study in the U.S., while The Starr Foundation wished to have its grantees study in home-country and third-country institutions. Both are possible, and which is more desirable depends again on corporate objectives.

Administrative services offered by IIE include preparing and distributing detailed announcements, instructions, and applications appropriate to study either in the United States or abroad; reviewing all applications to insure that applicants meet academic and other criteria established for the program; placement; English language training and orientation; issuance of award letters to each grantee specifying the provisions of his or her grant; visa documentation; insurance; travel arrangements; establishing a budget for each grantee; making all payments to each student in accordance with approved budgets and specifications; rendering periodic statements of actual expenditures to the sponsoring corporation; and supervision and reporting.

IIE is a not-for-profit organization that charges for its services. The costs vary from program to program depending on the complexity of the services required and, of course, the number and amount of grants. Should any company wish to consider a scholarship program for dependents of overseas employees, a meeting with IIE to learn of its experiences in this area would be almost mandatory.

Other Avenues for Giving Scholarships

There are a number of other organizations through which corporations often make scholarship aid available. Some of them are described here briefly.

Several of these organizations provide for minority students. The United Negro College Fund (UNCF), which since 1944 has carried out annual campaigns to raise money for its 41 member institutions, recently set up a special UNCF Scholarship Fund. Two thirds of the students attending UNCF colleges come from families earning $5,000 or less a year, and student aid for them is crucial. The new fund, which will be used to provide scholarship funds for entering freshmen as well as to students who need aid to complete their degrees, will be—to the fullest extent possible—a local self-help campaign.

In any community where sufficient funds are raised to provide scholarships, every effort will be made to send young persons from that community to college.

Black students have for many years benefited from the programs of the National Scholarship Service and Fund for Negro Students (NSSFNS), a national, nonprofit organization established in 1947 for the purpose of broadening educational opportunities for black Americans and other minority students. NSSFNS is primarily concerned with increasing educational opportunities for minority students—with a special emphasis on black students—through a college advisory and referral service. A supplementary scholarship service for minority students is also available on a limited basis.

Several companies are contributing to the National Fund for Minority Engineering Students, created in late 1974 "to attract more minority students to engineering by making more assistance available to those who need it to undertake a baccalaureate program."

LOCAL PROGRAMS

Other scholarship opportunities for blacks and minorities are made available within certain regions or cities or towns under various names. In Cleveland, a number of corporations support Cleveland Scholarship Programs, Inc., which administers a scholarship program benefiting underprivileged, inner-city, qualified high school students. In Pittsburgh, the Negro Educational Emergency Drive (NEED), with support by local business and others, provides financial assistance for Negro students to enable them to continue their education beyond the high school. In other towns, there may be an NAACP Scholarship Fund or a fund named for Whitney Young, Martin Luther King, or other black leaders.

The United Scholarship Service, established in 1960, provides counseling and scholarship information services to native American college and precollege students. It also administers a scholarship program for Indian students, for whom the assistance may mean the difference between staying in school or dropping out. Aid is directed to those students who still have a demonstrated need after seeking funds from other sources, including the amounts available from the Bureau of Indian Affairs and from tribal funds.

The Citizens' Scholarship Foundation of America, Inc., and its Dollars for Scholars affiliates, is another organization that has a number of corporate supporters. Established in 1958, the organization works with communities throughout the nation to encourage local sponsorship of scholarships to be used in any sort of postsecondary institution. Vocational training, as well as study at colleges and universities, is included. CSFA is also able to handle administration of a corporate scholarship program for children of employees, including selection of winners. Its fee is dependent upon the services required.

It is also possible, in some instances, for a corporation to utilize a regional college association for one or more services in its scholarship program. The

A SAMPLING OF CORPORATE SCHOLARSHIP PROGRAMS SELECTED

These programs were selected to show the scope and variety of corporate scholarship support. In many instances, the program is but a small part of a company's total scholarship aid; for example, the program shown for National

Name of Company/Foundation	Year Begun	Who is Eligible?	Who Selects Scholars?
Alcoa Foundation	1952	All students (majority of scholarships in engineering fields)	College
Allegheny Ludlum Industries, Inc.	1956	Sons and daughters of employees	Outside committee
Amax Foundation, Inc.	1967	All children of employees of Amax Inc. who choose earth sciences or subjects related thereto as major field of study	ETS/Foundation
Amoco Foundation (Standard Oil Co. [Indiana])	1974	College juniors or seniors majoring in mechanical or chemical engineering	College
The Boeing Company	1970	Undergraduates at 6 predominantly minority institutions	College
Continental Oil Company	1974	Sons and daughters of employees	Outside committee
Gulf Oil Foundation	1968	High school seniors whose parent has been active as a Gulf dealer for two consecutive years immediately preceding application for scholarship	Outside committee
Inland Steel-Ryerson Foundation, Inc.	1970	Midwest black high school seniors	NMSC
International Business Machines Corporation	1957	Children of IBM employees (NMSC Finalists)	NMSC
The International Nickel Company, Inc.	1956	Students in field of metallurgical engineering	College
Kennecott Copper Corporation	—	College juniors and seniors majoring in subjects related to mining	College
Kimberly-Clark Foundation, Inc.	1960	Students residing in specified communities or geographic areas	NMSC
The Lubrizol Foundation	1953	College sophomores, juniors, or seniors majoring in chemistry, chemical engineering, physics, mechanical engineering, mathematics, accounting, or business administration	College/NMSC
Marathon Oil Company	1953	Children of employees—must be candidate for bachelor's degree	Outside committee
Mobil Foundation, Inc.	1967	Children of Mobil employees and annuitants (NMSC Finalists)	NMSC
National Distillers and Chemical Corporation	1963	Students at School of Hotel Administration, Cornell U.	College
Pennsylvania Power & Light Company	1966	Minority service-area residents majoring in engineering at Drexel University	College & PP&L cooperatively
Prudential Insurance Company of America	1972	Graduates of SWAS (School within a School) operated in Newark's Malcolm X Shabazz High School	SWAS Parents Committee
RCA Corporation	1974	Engineering undergraduate women	Society of Women Engineers
Shell Companies Foundation, Incorporated	1965	Black high school graduates planning careers in business or technical fields	NMSC
The Singer Company Foundation	1974	High school seniors in New York and Chicago who wish to major in home economics-clothing	Group selected by Board of Education in each city
Standard Oil Company of California	1970	High school graduates of Mexican descent	Los Angeles Mexican-American Professional Men's Scholarship Ass'n; Pasadena C of C; East L.A. College; San Francisco Mission District Scholarship Fund; LULAC
Union Oil Company of California Foundation	1968	Undergraduate students, with priority given to juniors or seniors studying science, engineering, or business	College/approval by Foundation
Westinghouse Educational Foundation	1942	Any high school senior—must compete nationwide with science project (Science Talent Search, Washington, D.C.)	Science Service

FROM 120 PROGRAMS REPORTED BY 32 COMPANIES, JULY 1975

Distillers amounts to less than 1 percent of its scholarship aid. It was selected as it was felt it could easily be adapted for a company that wanted to start with a small program, aiding students in an area of direct corporate concern.

Length of Scholarship	Number of New Scholarships Per Year	Amount of Scholarship Per Year	Amount of Supplemental Grant to Institution	Total Annual Cost
1 year	460	$250-$750	$250 to private schools	$329,210
4 years	12	$1,400 per academic year	None	$ 67,200
Up to 4 years (renewable yearly)	Maximum of 20	$500-$2,000	About $500	$ 50,000 maximum limit
1 year	8	$2,000 to schools to be distributed to students at their discretion	None	$ 16,000
1 year (renewable)	15 (new and renewed)	$500	$167-$250	$ 10,500
2 years (vocational/ technical)	10	$500	None	$ 10,000
4 years	Up to 20	$1,000	$250 to private schools, $100 to tax-supported	$100,000 approximately
4 years	1 or 2	$500-$1,600	None	$ 7,500-$9,000
4 years	As many as qualify (1975—144 winners)	$500-$4,000	None	$650,000 approximately
4 years	n.a.	$1,800 (maximum)	$500	$ 27,000
1 year	12	$1,000	$1,000	$ 24,000
4 years	2	$400-$1,500	None	$ 3,200-$12,000
1 year	n.a.	$200-$1,000	None	$ 84,300
4 years	50 Scholars + 50 students	Scholars awarded $300; all 100 may apply for financial aid up to $2,000	$1,500 one-time grant to each accredited, privately controlled college/university attended	$103,000
4 years	Minimum of 10	$500-$1,500	$100	$ 57,759 (1974)
1 year	2	$500	None	$ 1,000
5 years	2 or 3	$5,000 approx. for 1st yr.; about $1,000 2nd-5th year	None	$ 8,000
Varies	Varies	Depends on need	None	$ 5,000
1 year	3	$800	$500 to private colleges only	$ 4,000
4 years	10	$750-$2,000	None	$ 64,000
4 years	2	$1,000	None	$ 8,000
1 year	6	Determined by selecting group	None	$ 10,450
1 year	36	$500-$2,000	None	$ 34,000
1 to 4	40	$250-$10,000	None	$ 67,500

Ohio Foundation of Independent Colleges, for example, has selected the winners in the Standard Oil Company (Ohio) program for children of employees since the late 1950s. Applications are sent to the Ohio Foundation, and representatives of six of the member colleges, each serving for a three-year term, make the selections. The money is paid to and administered by the colleges where the student enrolls.

A number of corporations make scholarships available through national organizations such as the Society of Women Engineers, the 4-H Clubs, the Business and Professional Women's Foundation, Science Talent Search, the Future Farmers of America, and the Society of Actuaries.

High school seniors who are active members of Future Farmers of America in each of nine states served by the Santa Fe Railway compete annually for scholarships valued at $500 each provided by the Santa Fe Railway Foundation. Winners are selected by the state FFA supervisor of agricultural education in recognition of outstanding achievement and proficiency in agriculture, leadership, and scholastic ability. College attendance during the first semester after receiving a scholarship is mandatory. Recipients are required to attend a land-grant college within the confines of their home state and to major in a course related to agriculture.

MANY SUPPORT 4-H SCHOLARSHIPS

Scholarships offered by corporations to 4-H members through the National 4-H Service Committee and the National 4-H Foundation are awarded on the basis of achievement in specific 4-H project areas. All of the scholarships are available through local County Cooperative Extension Service offices, which are located in the county seat of each of the 3,100 counties in the country. Each of the programs is specifically designed to provide career opportunities around 4-H project areas. A few of the many areas and scholarship sponsors are: agricultural, International Harvester Company; automotive, Firestone Tire & Rubber Company; leadership, Reader's Digest; bread, Standard Brands Incorporated; clothing, Coats & Clark Inc.; consumer education, Montgomery Ward; dairy foods, Carnation Company; dog care and training, Ralston Purina Company; dress revue, Simplicity Pattern Co. Inc.; electric, Westinghouse Electric Corporation; health, Eli Lilly and Company; and photography, Eastman Kodak Company.

Still other ways to give scholarship support exist. The Honeywell Fund provides a sum of money each year to a local high school in Minneapolis for scholarship awards to graduating seniors. The Pacific Mutual Life Insurance Company's "Agent of the Year Scholarship" in the amount of $1,000 is presented by PM's outstanding individual insurance agent for the year to the college student of his choice. The Fidelity Bank in Philadelphia provides scholarships to college students to participate in a summer work/study program at a local nature center for environmental sciences.

As may be seen, a corporate scholarship program can be administered in many different ways, and funds for scholarships can be provided through many paths. Companies should select those that will best fulfill their objectives.

Savings Plans

In place of a limited scholarship program for employee children, Young & Rubicam designed its Education Incentive Plan to help employees save money for their children's education by establishing an individual savings plan. Under the plan, an employee sets a target amount from a minimum of $5,000 to a maximum of $30,000 for each child over a period ranging from five to fifteen years. Y & R provides insurance coverage through Travelers Group Life Insurance for the plan, and makes a contribution equaling 20 percent of the amount of employee payment, of which 3 percent is used to cover Travelers' administrative expenses, and the remaining 17 percent added to the employee's funds. At maturity, the accumulated value of the employee's fund, including Y & R contributions and interest, is paid to the employee for use in his child's education, with the option to withdraw in full, in four equal annual installments, or in some other mutually satisfactory manner.

As a part of its Educational Opportunities Plan, inaugurated in mid-1974, Kimberly Clark Corporation encourages employees to save their own funds for the future education of themselves and members of their families and provides financial assistance to participants and their families for such education. Under the Family Education Savings program, an employee may save from $50 to $200 each year, to which the company adds a savings "incentive" of 20 percent of the amount saved. In addition, the company contributes a basic amount each year determined by company earnings (for hourly employees), or by salary, performance, and program plans (for exempt employees) as well as company earnings. Funds may be withdrawn for direct expenses billed from and paid to the educational institution (tuition, room and board, etc.), for off-campus housing, and for required texts. Funds may be used only at an accredited or approved university, college, technical, vocational, trade, or business school. When establishing similar programs, corporations should consult counsel as to their tax status.

IV. PUBLICIZING A CORPORATE SCHOLARSHIP PROGRAM

There are three good reasons for publicizing a corporate scholarship program: first, to stimulate applications; second, as an example and encouragement for other corporations to do likewise; and third, for the good will it will generate for the corporate image, both internally and externally.

To have a successful program, there must be enough candidates for the scholarships offered. This is why it is important to use all company outlets that are available to publicize a program for children of employees. Such a program should be promoted internally as vigorously as a company product is to the consuming public. Company newspapers, union newspapers, bulletin boards, flyers, payroll stuffers are all appropriate media. Award dinners or other presentation ceremonies where certificates may be given to the winners create good publicity and good will. Pictures placed in company newspapers or magazines, as well as the local press, are appreciated by the winners and are effective in reaching the public.

High schools in areas where company employees live should have complete information on the scholarship program, and announcements should be available in local libraries. Even if improvement of community, college, or other external relations is not a primary goal, public media should be used to publicize the program, to encourage college-bound students, and to set an example for others to follow. Local radio and television—particularly in the smaller towns—may find a story on the program itself and/or on local winners of interest.

If the size of the program warrants it, a news announcement at the time the scholarships are awarded should be sent to hometown papers and distributed nationally. Whatever is done here will help to make the program a success.

V. EVALUATION AND REVIEW

Once a scholarship program—or programs—has started, it will normally be necessary to make adjustments and changes as the program matures, as experience is gained, and as a sense of accomplishment grows. Insofar as is possible, the results of the program should be evaluated against its objectives. If anything unexpected should happen to affect the scholarship program adversely, the program should be amended appropriately as quickly as possible.

The companies participating in the CFAE survey were asked to rate their success in meeting their objectives (see Table 1). A majority of the companies rated as excellent or good their success in aiding students of exceptional ability, improving employee relations, and developing college and university relations. Five companies rated as excellent, 9 good, and 4 fair, their efforts to encourage students to prepare for careers in specific subjects. Success in enlarging their source of recruitment was rated excellent by 3 companies, good by 4, fair by 5, and poor by 1. Success with another important objective for a number of companies, community relations, was rated excellent by 4 companies, good by 11, fair by 2, and poor by 1.

The various steps of any corporate scholarship program should be reviewed each year to see if it can or should be improved. In some areas there may not be complete information, but whatever is available should be evaluated in light of the program's objectives. The number of initial applications compared with the number completed bears watching, and if any students who were awarded scholarships did not in fact enter college, the reason should be checked.

At the end of each school year, progress reports should be submitted for each scholarship holder along with a transcript of grades. If the scholarship program is aimed at high-risk students, some may be expected to drop out before completing four years of study; but if the program is for the highest ranking academically, the reason for giving up a scholarship before completion of its term should be investigated.

Records should be kept on the academic achievements of the scholars, honors received, and the percentage who graduate. At the end of the senior year, the company should check the future plans of each scholarship holder. How many are continuing their education? How many are entering the job market immediately, and what field are they going into? Have they won academic prizes or honors? Were they named to Phi Beta Kappa? Or, for the engineers, to Tau Beta Pi?

All of this information should be used in evaluating the program. These are the results of the dollars spent; they should be passed up to top management.

If recruitment is an objective of the scholarship program, the success of company recruitment efforts should be reviewed. Employees should from time to time be asked for their reaction to the program, if it is for sons and daughters of employees. The amount of stipend should also be reviewed—perhaps annually—as costs of attending colleges and universities increase. The administering agency, college, or selection board should be encouraged to discuss any problems it encounters or changes that it wishes to recommend.

When the results are in, all interested groups should be informed—management, shareholders, employees, the community, and the general public. Like publicizing the program at its start, keeping interested publics informed as the program matures will generate good will and enhance the company's image.

APPENDIX A

EXHIBIT 1. SAMPLE APPLICATION FOR SCHOLARSHIP

INLAND STEEL-RYERSON FOUNDATION, INC.
30 WEST MONROE STREET
CHICAGO, ILLINOIS 60603

APPLICATION FOR SCHOLARSHIP

I hereby apply for a scholarship under the scholarship program of the Inland Steel-Ryerson Foundation, Inc. and submit the following information:

1. Name - Mr. Mrs. Miss

Last First Middle

2. Home Address

Street City Zip State Phone

3. Birth Date

Month Day Year

This application for scholarship is based on the employment status of the following person:

4. Name - Mr. Mrs.

Last First Middle

Check No. or Payroll No. | Social Security No.

Address

Street City Zip State

Relationship to me

5. This person is employed (or was last employed) at the following Inland or subsidiary location:

Operation Department City State

Job title of this person

6. This person has been continuously employed by the Inland Steel Company or by one of its subsidiaries or divisions since _____ (or immediately prior to death or retirement was continuously employed for three years) and is:

Currently employed by Inland ☐ Deceased ☐ Retired ☐

7. Please describe in your own words your work activities during the past three years, either for your family at home or for outside employers.

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EXHIBIT 1. SAMPLE APPLICATION FOR SCHOLARSHIP (cont.)

8. Indicate education of your immediate family:

	Highest Grade Completed in School	Degrees If Any	Current Occupation	Age
Father				XXXX
Mother				XXXX
Brothers	1.			
	2.			
	3.			
Sisters	1.			
	2.			
	3.			

(Use extra page if necessary))

9. All high schools, other secondary schools and colleges attended:

Name of school(s)			
Address			
City & State			
Attendance dates			
Graduation date			
Name of principal			

Important: If you have earned credits in high schools other than the one you are now attending (or last attended) be sure that all grades and credits earned there are included in your high school record to be furnished by your last school principal.

10. What subjects have you found of most value and why in your high school work:

First _____

Second _____

11. Do you feel that your high school grades are an accurate index of your ability Yes ☐ No ☐

If not, what were the factors that prevented you from doing better? _____

12. In what college, junior college or university do you wish to enroll:

	First Choice	Second Choice	Third Choice
Name			
Address			

Note: Your choice of college will in no way affect your chances of winning a scholarship.

13. What general field of study do you plan to take:

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EXHIBIT 1. SAMPLE APPLICATION FOR SCHOLARSHIP (cont.)

14. What special recognition have you received for outstanding schoolwork such as honors, prizes or scholarships?

15. Specify what part you have played in *High School Activities* such as class or other school offices held, band or orchestra, athletics, dramatics, debate or oratory, Hi-Y or girl reserves, school publications, pep club, etc. Designate by number in right hand column the high school year in which you participated in each activity as follows: 1-Freshman, 2-Sophomore, 3-Junior, 4-Senior.

Activity	Position Held	Hours Spent Per Week	Year of Participation

16. Specify what part you have played in *Organized Out-of-School Activities* such as rank attained as boy or girl scout, 4-H club work, church organizations etc. Designate by number in right hand column the high school year in which you participated in each activity as follows: 1-Freshman, 2-Sophomore, 3-Junior, 4-Senior.

Activity	Position Held	Hours Spent Per Week	Year of Participation

17. What have been your favorite hobbies and recreational activities? Please list any awards you have received in connection with them.

18. Do you have any physical disabilities? Yes ☐ No ☐

If so, what? _____

EXHIBIT 1. SAMPLE APPLICATION FOR SCHOLARSHIP (cont.)

Use the space below to state your educational objectives and your long range goals and why you have selected them.

What hasn't this application told us about you?

List other scholarships for which you are applying:

1.	3.
2.	4.

I have taken ☐ will take ☐ the Scholastic Aptitude Test on _____ (date) (no later than mid January).

I have authorized release of my SAT scores to Code No. 0406 "All Inland Scholarship Program" on _____ (date). If the Foundation does not receive SAT scores, no consideration can be given for an award.

I have filed ☐ will file ☐ the Parents' Confidential Statement and sent or will send to the College Scholarship Service.

I have requested ☐ will request ☐ release of my PCS to Code No. 0406 "All Inland Scholarship Program" on _____ (date).

I have ☐ will have ☐ delivered) the "High School Certification" to my high school principal or counselor, requesting completion and forwarding to the Foundation.

I certify that all statements contained in the foregoing application are true and correct, and that I believe myself eligible to apply for a scholarship under the provisions and conditions of the Inland Steel-Ryerson Foundation, Inc. Scholarship Program.

Signed _____ Dated _____

NOTE: This form must be received on or before December 1, of this year by the Secretary, Inland-Ryerson Foundation, Inc. 30 West Monroe Street, Chicago, Illinois 60603

EXHIBIT 2. SAMPLE HIGH SCHOOL CERTIFICATION FORM

(Note that student must request release of his record from the school; this is, of course, true of college records as well.)

FORM 8

AMERICAN CAN COMPANY
FOUNDATION

APPLICATION FOR SCHOLARSHIP

HIGH SCHOOL CERTIFICATION

As an applicant for a Scholarship, I hereby request that you as my high school principal, fill out this form and mail it in accordance with the directions given below.

_____
Signature of Applicant

_____ _____
Date Address

School principal will please complete form and mail it to:

American Can Company Foundation
American Lane
Greenwich, Conn. 06830

Att: Scholarship Program Administrator
1-C-1

NOT LATER THAN NOVEMBER 30.

FORM 2981 REV 7 72
MADE IN U.S.A.

EXHIBIT 2. SAMPLE HIGH SCHOOL CERTIFICATION FORM (cont.)

HIGH SCHOOL CERTIFICATION

The American Can Company Foundation Scholarship Competition is open to sons and daughters of employees and certain young employees of the American Can Company provided they meet the requirements with respect to graduation and class standing which are specified in the program.

NOTE: To qualify, a candidate must meet both Requirements I and II shown below. If the candidate fails to meet either of these requirements, please do not complete the Secondary-School Academic or Personality Records on the following pages. In such instances, we request that you advise the student of his ineligibility and that you use the box at the bottom of this page to let us know you have done so.

REQUIREMENT I — HIGH SCHOOL GRADUATION

This requirement can be filled (a) by having been graduated from high school prior to the submission of an application for scholarship, or (b) by being scheduled for graduation before August 31, next, or (c) by otherwise being eligible to enter a college or university and pursue a regular four-year course of study leading to the bachelor's degree.

Does this student meet one of these qualifications? Yes_____No_____

REQUIREMENT II — CLASS STANDING

Candidates must have scholastic standing in the top third of the class.
Is this student in the top third of his class? Yes_____No_____.
If the answer is "yes" it is important that the statement in regard to class standing at the bottom of the Secondary School Record on the opposite page be completed. If the answer is "no", please refer to the Note in boldface type at the top of this page.

NOTE: It is expected that the rank in class of those applicants who are scheduled for graduation at the end of the current academic year will be based on the first three years of high school work. If no ranking of the class has been made, please indicate whether in your judgment the candidate is in the top third of his class and advise the earliest date on which we may write to you to obtain rank in class.

Is it probable that this student will rank in the upper third of his class?
Yes_____ No_____
His actual rank can be obtained about _____.
(date)

USE ONLY IF APPLICANT IS DISQUALIFIED:

The applicant was advised that he/she is not eligible to compete in the American Can Company Foundation Scholarship Program on _____.
(Date)

_____
Name of School

_____
Principal

_____
Location of School

Return to: American Can Company Foundation, American Lane, Greenwich, Conn. 06830
Att: Scholarship Program Administrator, 1-C-1

EXHIBIT 2. SAMPLE HIGH SCHOOL CERTIFICATION FORM (cont.)

Secondary-School Record
(REVISED)

Name, in full — Last Name — First Name — Middle Name — Birth Date — Sex M. or F.

Home Address — Number and Street — City — State

Name of Parent or Guardian — School accredited by

Entered — Name of School — Month — Year — Location of School — Was graduated / Will be graduated / Withdrew — Month — Year

Class periods are ____ minutes, ____ times a week, ____ weeks a year. Passing mark is ____ College recommending mark ____

1. List your complete marking system, highest to lowest: ____ Honor marks ____

2. List other secondary schools by years attended:

Are all failing marks for each year listed? ☐ yes ☐ no

CLASS RECORD

Check (√) all subjects where no marks are given.
Star (*) all subjects in progress.

Subject	Grade → / Year → 19	1st Sem. 9	2nd Sem. 9	1st Sem. 10	2nd Sem. 10	1st Sem. 11	2nd Sem. 11	1st Sem. 12	2nd Sem. 12	Extra	Standard Exams	Units of Cred.
English												
Lang.												
Math												
Science	Check Special Lab Periods: Yes / No											
Social Studies												
Other Subjs.												

Notes

A unit represents the study of a subject a full school year four or five times per week.
One unit equals two credits unless otherwise defined.
Use extra column for extra school year.
Use exams column for special exams as Regents, etc.

TEST RECORD

	Name and Form of Test	Year Given	Score	%-ile Or Level	Basis*
Mental Ability					
Reading					
Achievement					
Others					

ADDITIONAL INFORMATION

*Give available interpretation of tests on an enclosure.

Total number of units school requires for graduation

Applicant ranks ☐ exactly ☐ approximately in a graduating class of ____ students.

School computed above rank in class by using official record beginning with ____ grade and ending with ____ semester in ____ grade:

☐ Marks weighted as recommended by NASSP and AACRAO
☐ Includes all subjects given school credit
☐ Major or full-time subjects only
☐ College preparatory students only

Date — Signature — Title

This Standardized Form prepared and recommended for national use by the Joint Committee on School-College Relations of the National Association of Secondary-School Principals (NASSP) and American Association of Collegiate Registrars and Admissions Officers (AACRAO).

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EXHIBIT 2. SAMPLE HIGH SCHOOL CERTIFICATION FORM (cont.)

Personality Record (Confidential)
(REVISED)

Room
Grade

PERSONAL CHARACTERISTICS OF

Last Name First Name Middle Name

School Town or City State

The following characterizations are descriptions of behavior. It is recommended that where possible the judgments of a number of the pupil's present teachers be indicated by the use of the following method or by checks.

	1		M (5)		2
Example: MOTIVATION		V		V V V V V	V V
	Purposeless	Vacillating	Usually Purposeful	Effectively motivated	Highly motivated

M (5) indicates the most common or modal behavior of the pupil as shown by the judgment of five of the eight teachers reporting. The location of the numerals to the left and right indicates that one teacher considers the pupil *vacillating* and that two teachers consider him *highly motivated*. If preferred, the subject fields or other areas of relationship with the pupil may be used to replace the numerals.

1. MOTIVATION	Purposeless	Vacillating	Usually Purposeful	Effectively motivated	Highly motivated
2. INDUSTRY	Seldom works even under pressure	Needs constant pressure	Needs occasional prodding	Prepares assigned work regularly	Seeks additional work
3. INITIATIVE	Merely conforms	Seldom initiates	Frequently initiates	Consistently self-reliant	Actively creative
4. INFLUENCE AND LEADERSHIP	Negative	Co-operative but retiring	Sometimes in minor affairs	Contributing in important affairs	Judgment respected—makes things go
5. CONCERN FOR OTHERS	Indifferent	Self-centered	Somewhat socially concerned	Generally concerned	Deeply and actively concerned
6. RESPONSIBILITY	Unreliable	Somewhat dependable	Usually dependable	Conscientious	Assumes much responsibility
7. INTEGRITY	Not dependable	Questionable at times	Generally honest	Reliable, dependable	Consistently trustworthy
8. EMOTIONAL STABILITY	Hypermotional	Excitable	Usually well-balanced	Well-balanced	Exceptionally stable
	Apathetic	Unresponsive			

Significant school activities and special interests or abilities. List membership and offices held in school activities.

Significant limitations (physical, social, mental):

Additional information which may be helpful, such as probable financial needs or work experience.

Principal's Comments and Recommendations

1. Specific statement concerning the applicant's fitness for acceptance by this college or employer.

2. Principal's estimate of applicant's future success, based on the purpose of this application.

☐ Little success ☐ May encounter some difficulty ☐ Average ☐ Above average ☐ Superior

3. **Specific recommendation** ☐ Recommended ☐ Not recommended for this college or position ☐ Prefer not to make recommendation

Date Signature Title

This **Standardized Form** prepared and recommended for national use by the Joint Committee on School-College Relations of the National Association of Secondary-School Principals (NASSP) and American Association of Collegiate Registrars and Admissions Officers (AACRAO).

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PLEASE NOTE: In selecting award winners, the Scholarship Selection Board must make many close decisions. Consequently, it will very much appreciate any information you and your faculty counselors provide on this page. Please make it as complete as possible and make any notations which you believe might assist in the consideration of an applicant.

EXHIBIT 3. SAMPLE APPLICATION FOR RENEWAL OF SCHOLARSHIP

(Ordinarily, renewal of a four-year scholarship is necessary each year; this application form can be easily adapted to fit a company's objectives.)

APPLICATION FOR RENEWAL
MAYTAG COMPANY FOUNDATION SCHOLARSHIP

Instructions:

This application is to be completed and returned no later than June _____.

If you hold an "honor" scholarship, you have the option of answering or not answering the several financial questions appearing on Page 3 unless there has been a significant change in the resources available to you and you want us to review your need for assistance. In that event, full data should be provided.

Without any other exceptions, *all* questions are to be answered fully and, of course, accurately.

Timeliness is important, so submit your re-application by or before the deadline. In turn, you will receive a response as promptly as possible – probably around the last of July.

Date: _____, 19____

Name: _____
(First) (Middle) (Last)

Address: _____
(Street) (City) (State & Zip)

College (University) attended during past school year:

_____
(Name) (City) (State & Zip)

Major course of study: _____

Classification next school term: _____

Your scholastic record for the past school year will be reported by your college. Do you wish to make an explanatory comment about any of the grades earned?

_____

_____

_____

How many hours per week do you estimate you devoted to non-classroom study? _____

What academic honors, if any, did you receive during the past school year?

_____

_____

What extra-curricular activities, if any, did you participate in during the past school year? (List any offices held, and average hours per week devoted to such activities.)

_____

_____

_____

_____

EXHIBIT 3. SAMPLE APPLICATION FOR RENEWAL OF SCHOLARSHIP (cont.)

College (University) you plan to attend during coming school year:

_____
(Name) (City) (State & Zip)

If different from school attended during past school year, what are your reasons for wishing to transfer?

_____

_____

_____

Has your re-enrollment or new enrollment been applied for?_____accepted?_____

In the space provided below (attach extra pages if necessary) describe briefly the plans you presently have regarding your future college program, particularly as they represent changes from your intentions as reported to us when your scholarship was first awarded or last renewed. Indicate any plans which may involve a change in your major course of study, an interruption in your college work, a curriculum extending beyond the normal, four-year program, etc. You are requested also to indicate here any college study you have undertaken in summer sessions or by correspondence and not previously reported to the Foundation. (Indicate college involved, course names, credits and grades earned.)

In the space provided below you may give any additional information you wish to have considered in support of your application for renewal.

EXHIBIT 3. SAMPLE APPLICATION FOR RENEWAL OF SCHOLARSHIP (cont.)

Has there been any significant change in the financial situation of your family or yourself subsequent to the information supplied with your original application or your last renewal application? _____. If so, explain fully. Be specific as to the factors (changes of parental occupation, different income and/or assets, fewer or more dependents, changes in aid from other sources, etc.) which account for the significant change in financial situation and thus may affect your need for scholarship assistance.

_____

_____

_____

_____

_____

What paid employment, if any, did you have during the past school year? (Indicate the type of employment and average hours worked per week.)

_____

_____

What was the *total* cost of your college attendance last year?_____*

Itemize amounts received from the following sources and used to cover the above-noted cost:

Maytag scholarship	$_____	Term-time job	$_____
Other scholarships	_____	Personal savings	_____
Loans	_____	Other	_____
Family	_____		
Summer job	_____	Total	$_____

(*) These figures should be identical.

Total present indebtedness (give amounts and sources of loans):_____

_____

Will you have earnings this summer?_____. If so, indicate where and how long you will work and at what wage:

_____

_____

To your present knowledge will you receive any scholarship or other such aid toward your college expenses during the coming school year, other than from your Maytag award if renewed? _____. If so, describe specifically:

_____

_____

Are you married?_____. If so, attach an extra page outlining your family financial responsibilities and resources, including information as to whether your spouse is also a student and/or has employment.

Do you own or have possession of an automobile used at school?_____. If so, attach an extra page giving its year, make, model, date acquired, purchase price, and estimated present value. State the mileage driven during past school year and *total* cost of operation, maintenance, insurance, etc. Also report the purposes for which the car was used and the percent of mileage for each purpose. Indicate if you intend to have it for the coming school year and, if so, describe any way in which its use then will materially differ from its use this year. Finally, to conclude your statement, express the basis on which you would reconcile your use of a car with your need for scholarship aid.

_____

I affirm that to the best of my knowledge the information given in this application is complete and correct; and I request that the Maytag Company Foundation scholarship awarded to me for the past year be renewed for the coming year.

_____

(Signature of Applicant)

EXHIBIT 4. SAMPLE COLLEGE REPORT FORM

(Should a corporation wish to use a standard form for annual reports from the colleges attended by its scholarship winners, this form can be easily adapted. The student must also sign a form releasing the information to the company.)

COLLEGE REPORT FORM
MAYTAG COMPANY FOUNDATION SCHOLARSHIP PROGRAM

Subject of report: _____
(Name of Maytag Scholar)

_____
(College Address)

_____
(Classification Next School Term)

Name of institution reporting: _____

Name of person completing this report: _____

Title or position of person completing this report: _____

Course of study pursued by above-named student: _____

Grade record for school year just completed:

First Semester Or Quarter			Second Semester Or Quarter			Third Quarter		
Course Name	Sem. Hrs.	Grade	Course Name	Sem. Hrs.	Grade	Course Name	Sem. Hrs.	Grade
Grade Point Average			Grade Point Average			Grade Point Average		

Grade Point Average for year: _____. Grading at this school is on a 4.0 basis_____
3.0 basis_____
Other basis_____

Page 1 of 2.

EXHIBIT 4. SAMPLE COLLEGE REPORT FORM (cont.)

Distinctions or honors: _____

_____

Activities: _____

_____

Has this student been subject to any disciplinary action? _____ If so, please explain:

_____

_____

How does this student rank compared with other scholarship students in his class?

_____

Do you recommend that his scholarship be renewed unconditionally? _____ If not unconditionally, do you recommend that his scholarship be renewed on a probationary basis meaning that a further extension will depend upon a significant academic improvement in the next school year? _____ in the next semester? _____

PLEASE MAKE ANY ADDITIONAL COMMENTS OR SUGGESTIONS IN THE SPACE PROVIDED BELOW:

DATE:

_____, 19__.

SIGNED:

_____

To be mailed by the college to The Maytag Company Foundation, Inc.,
Newton, Iowa 50208

Page 2 of 2.

APPENDIX B

ORGANIZATION NAMES AND ADDRESSES

American College Testing Program
P.O. Box 767, Iowa City, Iowa 52240

Business and Professional Women's Foundation
2012 Massachusetts Avenue N.W., Washington, D.C. 20036

Citizen's Scholarship Foundation of America, Inc.
1 South Street, Concord, New Hampshire 03301

Cleveland Scholarship Programs, Inc.
1380 East 6th Street, Cleveland, Ohio 44114

College Scholarship Service
College Entrance Examination Board
888 7th Avenue, New York, New York 10019

Educational Testing Service
Princeton, New Jersey 08540

4-H Service Committee
150 N. Wacker Drive, Chicago, Illinois 60606

Institute of International Education
809 United Nations Plaza, New York, New York 10017

National Fund for Minority Engineering Students
220 East 42nd Street, New York, New York 10017

National Merit Scholarship Corporation
990 Grove Street, Evanston, Illinois 60201

National Scholarship Service & Fund for Negro Students
1776 Broadway, New York, New York 10019

Negro Educational Emergency Drive (NEED)
429 Fourth Avenue, Room 2003, Pittsburgh, Pennsylvania 15219

Science Talent Search
Science Clubs of America
1719 N Street, Washington, D.C. 20036

Society of Actuaries
208 LaSalle Street, Chicago, Illinois 60604

Society of Women Engineers
Room 305, 345 E. 47th Street, New York, New York 10017

United Negro College Fund
500 East 62nd Street, New York, New York 10021

United Scholarship Service
941 East 17th Avenue, Denver, Colorado 80218

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Savings Association

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Castle & Cooke, Inc.

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Kerr-McGee Corporation

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TRW Inc.

J. Irwin Miller, Chairman
Cummins Engine Company, Inc.

Franklin D. Murphy, Chairman
The Times Mirror Company

Robert T. Person, Chairman and President
Public Service Company of Colorado

Henry R. Roberts, President
Connecticut General Insurance Corporation

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